



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Galilee Regional Catholic Primary School

301-319 Bank Street, SOUTH MELBOURNE 3205

Principal: Amy Burns

Web: www.gsmelbournesth.catholic.edu.au

Registration: 1941, E Number: E1362

Principal's Attestation

I, Amy Burns, attest that Galilee Regional Catholic Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 26 May 2026

About this report

Galilee Regional Catholic Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Galilee's Vision

At Galilee students, staff and parents:

- LIVE as faith-filled global citizens who purposefully contribute to the world,
- LOVE by fostering a safe, inclusive, active and positive community,
- LEARN and teach collaboratively, using evidence to empower inquiring minds.

Galilee's Strategic Intent

At Galilee, we continuously strive to be an active Catholic faith community. We intend to improve the learning and wellbeing outcomes of our students by building teachers' capacity to be reflective of their practice, analyse data and design curriculum in a contemporary Catholic context. We intend to achieve this by challenging every student to achieve expected growth which is driven by evidence-based teaching practices.

School Overview

Galilee Regional Catholic Primary School first opened in Bank Street, South Melbourne in 1994 as Victoria's first Regional Catholic Primary School. The school was established through the coming together of four local Catholic primary schools to form one connected and vibrant learning community. These schools included Our Lady of Mount Carmel, Middle Park; St Joseph's, Port Melbourne; Ss Peter and Paul's, South Melbourne; and Sacred Heart, St Kilda West. Since its foundation, Galilee has continued to provide a nurturing environment where students, families, staff and parish communities work in partnership to support the development of the whole child through academic learning, life skills and Catholic Social Teaching.

Galilee is enriched by the strong connection with the three parish communities that support the school: St Joseph's in Port Melbourne, Our Lady of Mount Carmel in Middle Park and Ss Peter and Paul in South Melbourne. Fr Paul and Fr Eldridge continue to play an important role within the school community, strengthening the connection between school and parish life. Students enrolled at Galilee come from a broad surrounding area including South Melbourne, Middle Park, Albert Park, St Kilda, Port Melbourne, Docklands and Southbank.

In 2025, Galilee maintained two classes across each year level from Year 2 to Year 6, along with three Year 1 classes and four Prep classes, supporting approximately 370 students. The school has continued to experience strong enrolment demand, particularly at Prep level, reflecting the confidence families place in the Galilee community and learning environment.

The school campus now includes three main buildings and a spacious outdoor play area featuring artificial turf. The original three-storey building houses the administration offices, twelve classrooms and the school hall. A second building, opened in 2023, provides contemporary learning spaces for Year 5 and 6 students and includes a Performing Arts Studio, indoor sports stadium, STEM room, Maker Space and rooftop playground. The third building, facing Bank Street, incorporates the Library and Visual Arts spaces.

At Galilee, learning and teaching programs are designed to cater for the diverse needs of all students. Learning Support Officers work alongside teachers in many classrooms, enabling differentiated teaching practices that both support and extend students according to their individual learning needs and strengths. The school is committed to ensuring every learner is challenged and supported to achieve their personal best.

Galilee continues to strive for excellence through strong partnerships between school, family and parish communities, fostering ongoing growth in faith, learning and identity. The school's Vision Statement reflects a commitment to creating a safe, inclusive and contemporary learning environment grounded in Gospel values. Students are encouraged to inquire,

investigate, reflect and take action in their learning while developing the skills and dispositions needed to become lifelong learners and socially responsible citizens.

A variety of flexible learning and play spaces have been developed across the school to encourage creativity, collaboration and investigation. Resources such as Lego, building materials and puzzles are available in shared spaces including the library and indoor calm kids space, providing calm and engaging play options during recess and lunch breaks. Outdoor spaces are also equipped with resources that encourage active play, teamwork, imaginative games and hands-on exploration.

Galilee's specialist program continues to provide students from Prep to Year 6 with a broad range of learning opportunities that support the development of the whole child. Specialist subjects include:

- Italian (LOTE)
- Visual Arts
- Physical Education
- Performing Arts

Classroom and specialist learning experiences are enhanced through the use of contemporary digital technologies. Students in Years 3–6 participate in a one-to-one Chromebook program, while Prep–Year 2 classrooms have access to iPads and shared Chromebook devices. Interactive TV screens are also installed in our Prep classrooms and TV screen are throughout all learning spaces to support student engagement and learning.

Student wellbeing remains a significant priority at Galilee. The Personal, Social and Emotional Learning (PSEL) program continues to operate across all year levels and is supported by a Positive Behaviour approach to behaviour management. The school also utilises a QR code tracking system to support the monitoring and management of playground incidents and student safety. In 2025, Galilee further strengthened its wellbeing practices with a dedicated Student Wellbeing Hub, staffed by trained personnel who support students in regulating emotions and preparing to successfully return to learning.

Galilee continues to be a warm, inclusive and welcoming community where staff, families and students work together to provide a high-quality Catholic education that supports each child to flourish academically, socially, emotionally and spiritually.

Principal's Report

In May 2025, I was honoured to be appointed Principal of Galilee Regional Catholic Primary School. Having been part of this wonderful community for many years, I continue to experience it as both a privilege and a humbling responsibility to lead a school that I care so deeply about. Galilee is a truly special community, built on strong relationships, faith, inclusion, and a shared commitment to ensuring every child flourishes. I am incredibly grateful for the ongoing support of our students, families, staff, and parish communities, and I look forward to continuing to work alongside them so that, together, we can build on the many strengths and successes of our school.

Throughout 2025, our school experienced a year characterised by strong achievement and growth. Our students demonstrated outstanding success across many areas of learning, with particularly strong outcomes in Mathematics. Our STEM program continued to flourish. Students also proudly displayed their creative talents through artwork showcased and displayed around the school. Students performed at an outstanding level in our school concert, Galilee at the Disco. Students also participated enthusiastically in a range of sporting events, demonstrating teamwork, resilience, and school spirit. I celebrate the many accomplishments of our students and the way they embraced opportunities throughout the year.

I also sincerely acknowledge and thank our dedicated staff, whose professionalism, care, and commitment have contributed so greatly to the success of 2025. Each member of staff consistently goes above and beyond to support our students, ensuring they feel safe, valued, challenged, and supported in their learning every day. Their passion for education and genuine care for the wellbeing of every child is what makes Galilee such a special place to learn and grow.

I am also incredibly grateful to our Leadership Team for their ongoing hard work, vision, and dedication to continual school improvement. In particular, I would like to acknowledge Holly Evans, who was appointed Deputy Principal in 2025, and Richard Harding, who has served as Deputy Principal for the past three years. Both Holly and Richard bring enormous passion, enthusiasm, and drive to their roles and continually strive to make Galilee the very best school it can be for our students, families, and staff. Their leadership, commitment, and unwavering support of our community are deeply valued.

Faith – Love

At Galilee, we remain committed to strengthening the relationship between faith and everyday life for students, families, staff, and the broader community. A central aspect of this commitment is the close partnership we share with our parish communities. We are

privileged to be supported by our Parish Priests, Fr Paul and Fr Eldridge, whose guidance and pastoral leadership continue to enrich the spiritual life of our school.

Our Sacramental Program continued to develop in meaningful ways throughout 2025, fostering strong connections between home, school, and parish. Initiatives such as Family Faith Nights and the Sacramental Home Booklet encouraged families to actively participate in their child's faith journey and supported the religious learning taking place within classrooms. I am grateful to Fr Paul and Fr Eldridge for working collaboratively to ensure students across both parishes could celebrate the Sacraments together as one community.

Staff faith formation also remained a significant focus during the year. Teachers participated in professional learning opportunities designed to deepen their understanding of prayer, Catholic Identity, and the Sacraments. These experiences strengthened classroom practice and supported the ongoing development of Galilee's Catholic culture. A particular highlight was the professional learning led by Alex Pensini, our Religious Education Leader, and Fr Paul, which provided staff with a deeper understanding of the history of both our parish communities.

During Term 3, our Year 6 students took part in the Faith in Action program, engaging in weekly social justice initiatives within the local community. Students visited residents at a Catholic nursing home, prepared meals for the Friar's Kitchen, supported younger students in classrooms, contributed to the school and parish gardens, and participated in environmental projects such as beach clean-ups. These experiences enabled students to live out Gospel values through service and action.

I extend my sincere thanks to Fr Paul and Fr Eldridge for their continued support, wisdom, and commitment to our school community. Their involvement in Family Faith Nights, staff faith formation, and the Sacramental Program has been deeply appreciated, and I am grateful for the care and guidance they provide.

Academic Excellence – Learn

In 2025, Galilee embraced the introduction of the MACS Vision for Engagement, an important initiative supporting excellence in Catholic education. Staff worked collaboratively to interpret and implement this vision within our own context, drawing on current educational research to strengthen teaching practices and ensure students were explicitly taught the knowledge and skills required at each year level.

Our ongoing partnership with Monash University continued to enhance Mathematics teaching and learning across the school. Through this collaboration, staff explored effective lesson design, rich mathematical problem-solving tasks, and differentiated teaching strategies aimed at supporting and extending all learners. This professional learning has strengthened teacher practice and contributed to highly engaging and rigorous Mathematics programs.

The success of this work was reflected in student achievement data, with all year levels from Year 2 to Year 6 performing above the national average in the October/November PAT Mathematics assessments. This was an outstanding achievement for our school community.

Within Literacy, a strong emphasis was placed on improving student writing outcomes. Teachers participated in professional learning on the 6+1 Writing Traits, collaboratively analysing writing samples, moderating against shared criteria, and identifying targeted learning goals for students. This process enabled teachers to better understand the progression of writing development and implement strategies to support growth for all learners.

Student achievement in Literacy was equally strong. PAT Reading data for Years 2–6 showed results above the national average, while NAPLAN Writing outcomes exceeded both state and national benchmarks. These achievements reflect the dedication of both staff and students to continuous learning and improvement.

A significant achievement in 2025 was the continuation of our Student Wellbeing Program, with the Student Wellbeing Hub continuing to operate alongside the employment of two school counsellors. The Student Wellbeing Hub provides students with a supportive environment where they can regulate emotions, seek guidance, and reset before returning to class ready to learn. The Wellbeing Hub has positively contributed to student wellbeing and supported calmer, more focused learning environments across the school.

Another significant achievement in 2025 was our whole-school concert, *Galilee at the Disco*. We were proud to partner with Danceworld Studios to support and prepare our students as they took to the stage with confidence and enthusiasm. Across three performances, every student at Galilee participated in the concert, showcasing not only their dance and performance skills, but also their courage, teamwork, and creativity.

The Performing Arts program is a highly valued part of life at Galilee and plays an important role in supporting the development of the whole child. Through opportunities in music, dance, drama, and performance, students build confidence, resilience, collaboration skills, and self-expression. Performing Arts also provides students with the opportunity to experience success in different ways, helping them to develop a strong sense of belonging and pride within our school community.

Galilee at the Disco was a celebration of student talent, hard work, and community spirit. It was wonderful to see students shine on stage and support one another throughout the process. The concerts brought our community together and created lasting memories for students, staff, and families alike. I thank Carlo Martello, our Performing Arts Teacher, for leading and facilitating this spectacular event for our students.

As a community, we take great pride in these achievements, recognising that they are the result of collective dedication, collaboration, and a strong commitment to excellence in learning.

Community – Live

Galilee continues to be recognised as a strong, connected, and welcoming school community. Families play an important role in school life, and I am grateful for the many parents who generously volunteer their time to support classroom learning and school events. The strong partnership between home and school remains one of Galilee's greatest strengths.

Our Running Club continued successfully throughout 2025, operating on Monday and Friday mornings under the leadership of parent volunteers and supported by our Physical Education teacher, Mr Seb Greene. More than 40 students regularly participated in sessions involving fitness activities, strength exercises, and running laps around the playground, with achievements tracked and celebrated over time.

The completion of our new facilities has also created exciting opportunities for community engagement beyond school hours. Basketball training sessions held before and after school have enabled students to further develop their sporting skills while families connect and engage with one another. Access to these facilities has strengthened the sense of community and belonging within the school.

Year 6 students also participated in Community and Interschool Sport during Term 2, engaging in activities such as AFL, Netball, Tennis, Golf, and Lawn Bowls. These opportunities encouraged teamwork, leadership, confidence, and physical development while allowing students to experience a variety of sporting pathways.

A particularly meaningful aspect of 2025 was the renewal of our partnerships with the local nursing home, the Friar's Kitchen, and the Fr Bob Foundation. Year 6 students spent time visiting elderly residents, sharing conversation and music, while other students prepared meals for those experiencing homelessness through the Friar's Kitchen initiative. In Term 4, the school community also supported toy and food hamper drives for families in need. These experiences strengthened students' understanding of compassion, service, and social justice.

I extend my gratitude to the many volunteers who contributed to school life throughout the year, particularly members of the School Advisory Committee (SAC) and the Galilee Parents Association (GPA). The SAC worked closely with school leadership to support important initiatives, including the Galilee Basketball Club, policy development, and the review of the camping program. I sincerely thank all SAC members, especially Chairperson Carlo Pizzini, for their commitment and leadership.

The GPA once again played a significant role in building community spirit through events such as the Colour Run, Mother's and Father's Day celebrations, Grandparents' Day, the Gala and Soirée events, and the Christmas celebration. Funds raised through these events enabled the purchase of iPads and Chromebooks for Prep–Year 2 students, along with

furniture and resources for the Wellbeing Hub. I am deeply appreciative of the dedication and leadership shown by Kara Shields, Jenn Shields, Rachel DeLiva, Sarah Geeson, and all GPA members.

I also acknowledge our School Captains, Lila and George, for the outstanding leadership they demonstrated throughout the year. They represented the school with confidence and integrity, led assemblies with professionalism, and warmly welcomed visitors to our community. Their leadership provided a wonderful example for younger students.

Leadership Team

Galilee's Leadership Team continued to work collaboratively throughout 2025 with a shared commitment to ongoing school improvement and ensuring the best outcomes for our students. The team brought together a wealth of experience, fresh perspectives, and a strong sense of purpose in all aspects of school life.

In 2025, several members of the Leadership Team transitioned into new roles, with my appointment as Principal and Holly Evans appointed as Deputy Principal. I thank all members of the Leadership Team for the enthusiasm, professionalism, and dedication they bring to their roles each day. Their willingness to collaborate, support one another, and continually strive to strengthen Galilee has had a significant impact on our school community.

I sincerely acknowledge and thank Richard Harding, Holly Evans, Adrian Webster, Seb Greene, Paddy Edwards, Julie Ferguson, Rachel Leahy, Mikaila Greenan, Marcus Page, and Paul Mapley for their outstanding contribution to the ongoing growth and success of Galilee.

I also express my gratitude for the ongoing support and pastoral leadership provided by Fr Paul and Fr Eldridge throughout the year. Their guidance and presence within our community continue to enrich the faith life of our school.

Special recognition is also extended to Wendy Dalton, our Office Manager, for her exceptional management of school operations, finances, and policies, as well as the care and support she provides to students, staff, and families each day.

Finally, I thank our students, families, and staff for their dedication, enthusiasm, and commitment throughout 2025. Galilee is a truly special community, strengthened by the generosity, partnership, and spirit of all who belong to it.

Yours sincerely,

Amy Burns

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: To improve student achievement in Religious Education particularly in Reasoning and Responding.

Key Improvement Strategy:

- If we implement a whole-school approach to teaching religion by connecting learning to real-life situations, then students' understanding of reasoning and responding will be enhanced, linking faith to our contemporary Catholic society.
- If we link faith to real-life situations, then students will understand how to think about and respond to events in the secular world as a person of faith.

Achievements

Sacramental Program

- Galilee continued to strengthen the partnership between school, home, and parish through the ongoing development of the Sacramental Program. Family Faith Nights for students in Sacramental year levels were once again held in collaboration with the parish communities of Our Lady of Mount Carmel, Middle Park; St Joseph's, Port Melbourne; and Ss Peter and Paul, South Melbourne.
- Reflection Days for Sacramental students also continued throughout the year in partnership with our Parish Priests, providing meaningful opportunities for prayer, reflection, and preparation. Priests, parish catechists, and parents played an active role in the Sacramental journey through classroom visits, Reflection Days, Faith Nights, and participation in Sacramental planning.
- Sue Kidd, Parish Catechist, worked closely with Year 3, 4, and 6 teachers to support the preparation of students receiving the Sacraments. To further strengthen the connection between parish, school, and home, Sacramental booklets were developed in both hard copy and online formats for all Sacramental candidates and their families.

Religious Education Curriculum

- Professional learning in Religious Education remained a strong focus throughout the year. Staff engaged in professional development centred on Catholic Social Teaching through the Religious Education Framework and the Pedagogy of Encounter, supported through facilitated planning sessions and Professional Learning Team meetings.

- Classroom teachers implemented a series of mini lessons focused on Reconciliation, Eucharist, and Confirmation, supporting a consistent whole-school approach to teaching the Sacraments. Teachers also participated in professional learning focused on assessment and moderation practices in Religious Education, strengthening consistency and understanding across the school.
- Prayer and faith development were key priorities in 2025. Staff participated in a series of Professional Learning Team meetings dedicated to developing and implementing a whole-school approach to prayer. As part of this initiative, all students received a prayer journal that will remain with them throughout their time at Galilee. Staff also engaged in professional learning to support a whole-school approach to teaching Religious Education and to further enhance their own faith development and understanding of Catholic Identity.

Social Justice

- Social Justice initiatives continued to play an important role in the life of the school. During Lent, the Social Justice Leaders supported the Sts Peter and Paul's food donation drive for the Friar's Kitchen and continued to lead the Caritas fundraising initiative within the school community.
- Throughout Advent, the Social Justice Leaders worked alongside the SRC Leaders to raise awareness, advertise, and coordinate donations of toys and books for the Fr Bob Foundation to distribute to members of the local community.
- The Year 6 Servant Leadership initiative also continued during the year, providing students with opportunities to work alongside a range of community groups and deepen their understanding of service and social justice.

Faith Formation

- Faith formation for staff and students remained central to school life throughout the year. All staff attended a School Closure Day facilitated by Alex Pensini, Religious Education Leader, and Fr Paul, focusing on Galilee's Catholic Identity and the mission of the parish communities.
- The Year of Hope was explored with staff and introduced into classroom learning experiences. Prayer also remained a strong focus for staff development, with Prayer Journals introduced and regularly used by both staff and students.
- Whole-school Masses and liturgies were celebrated throughout the year with Fr Eldridge from Ss Peter and Paul and Fr Paul from Our Lady of Mount Carmel and St Joseph's. A whole-school Stations of the Cross liturgy provided students with an engaging and reflective experience in preparation for Easter. Staff were also introduced to Maranatha meditation to support their personal faith development and use within classrooms.

Faith Leadership

- The Religious Education Leader and Learning and Teaching Leader continued to strengthen Religious Education practices through participation in Southern Region Network Days alongside other Religious Education Leaders.
- The Religious Education Leader also attended coaching sessions with Amerall Blom, Southern Region Religious Education Consultant from MACS (Melbourne Archdiocese Catholic Schools), who provided support and guidance through coaching and facilitated planning in Religious Education.

Value Added

Improved Data – Religious Education data at Galilee, including MACSSIS staff and family data sets, demonstrated continued improvement throughout the year. These positive results reflect the impact of the work being undertaken in Religious Education and indicate ongoing growth in the faith life and engagement of our school community.

Sacramental Program – Our Sacramental Program continued to develop through strong partnerships with Parish Priests, the Parish Catechist, and families. Working collaboratively, we aimed to enrich the faith experiences of students while supporting families in preparing their children to receive the Sacraments.

Religious Education Curriculum – Staff participated in a range of professional learning opportunities focused on intentional and engaging Religious Education planning. This included exploring links between Religious Education and STEM through the Religious Education Framework, the Pedagogy of Encounter, facilitated planning sessions, and Professional Learning Team meetings.

Social Justice – Our Social Justice initiatives were further strengthened through the introduction of the Year 6 Faith in Action program. As part of this initiative, students participated in a range of outreach opportunities including visiting a local Catholic nursing home, preparing meals for the Friar's Kitchen program supporting people experiencing homelessness, gardening projects, beach clean-up activities, and supporting Prep students in their learning. These experiences encouraged students to actively live out Gospel values through service and community involvement.

Catholic Identity - Catholic Identity of staff enhanced through faith development on the Catholic Identity of our school and our Parish communities.

Learning and Teaching

Goals & Intended Outcomes

Goals:

- To improve student achievement in Mathematics particularly in the area of Space.
- To improve student achievement in STEM, particularly in design and technology.
- To improve student achievement in Writing particularly in grammar and punctuation.

Key Improvement Strategy:

- If we use effective review practices and formative assessment practices in mathematics, then students will make stronger connections and be able to retrieve prior learning more easily and they will be challenged at an appropriate level of cognitive load.
- If we employ an explicit teaching approach to teach design and technology skills and concepts, then students' knowledge and understanding will improve.
- If we design, undertake and moderate assessment tasks that reflect high expectations and align with the design and technology Victorian Curriculum, then teachers will have an improved understanding of where students are at against recognised benchmarks, and be better equipped to teach them at their next point of need.
- If we embed grammar and punctuation instruction in meaningful reading/writing tasks and engage students through feedback and goal setting then writing outcomes will improve.

Achievements

Mathematics

- Throughout the year, Galilee continued to strengthen the teaching and learning of Mathematics through targeted professional learning and consistent whole-school practices. Classroom teachers participated in professional development focused on effective lesson structure, explicit teaching, problem-solving strategies, and differentiation to support the diverse learning needs of students.
- A comprehensive Mathematics Data Plan was embedded to provide clarity around assessment practices, outlining the Mathematics assessments used across the school, timelines for data collection, and clear procedures for data analysis and use. Whole-school assessment practices included the analysis of pre- and post-unit assessments,

NAPLAN, and PAT-M data during regular data meetings to support evidence-based teaching and learning decisions.

- The implementation of the Mathematics Online Interview (MOI) for all Prep to Year 1 students strengthened consistency in assessment practices and provided staff with an updated tool to monitor student growth and understanding in Mathematics.
- The establishment of an Extension Maths Club and participation in Maths Games Days against other schools enhanced the profile of Mathematics at Galilee, and gave our students who required extension an exciting challenge.
- The Mathematics Leader continued to engage in professional learning opportunities through the Mathematics Leadership Community of Practice in the MACS Southern Region and participated in School Wide Improvement Focus Network Days alongside other regional schools. These opportunities supported ongoing development and collaboration in Mathematics education across the school.

English

- Galilee maintained a strong focus on consistent pedagogical practices in Literacy across all year levels.
- An English Data Plan continued to guide assessment and data analysis practices across the school. The plan outlined the assessments used in English, how and when data was collected and analysed, and the protocols for using data to inform teaching. Data meetings focused on student achievement in areas such as Cold Writes, Running Records, NAPLAN, and PAT-R assessments, with Tier 2 data tools also incorporated into the plan.
- A Grammar and Punctuation Scope and Sequence and a Phonics Scope and Sequence was introduced to ensure each student had access to the learning sequence that they are entitled to.
- A new approach to teaching Writing was introduced, with all staff participating in professional learning focused on the 6+1 Writing Traits. This training enhanced teachers' skills, understanding, and confidence in delivering targeted writing instruction and supporting students to continually strengthen and improve student's writing skills.
- Teachers participated in regular moderation sessions using data to ensure learning experiences and teaching strategies were targeted to the individual learning needs of students. Professional learning focused on student feedback and writing goals also supported the development of a consistent whole-school approach to goal setting and providing effective feedback in Writing.

STEM

- Galilee continued to build upon its two-year Learning and Teaching Plan for STEM-based inquiry learning. The Stanford Design Process was further refined and embedded to guide student learning, creativity, and problem-solving within STEM projects.

- Students had many opportunities to showcase their learning throughout the year. The Galilee STEM Expo celebrated student innovation and design work.
- Teachers engaged in professional learning with Akorn Education, focused on explicit instruction in STEM, strengthening the explicit teaching of STEM skills, knowledge and understanding throughout the school.

Religious Education

- Religious Education continued to be strengthened through collaborative planning and professional learning opportunities. All staff participated in one facilitated planning session each term with the Religious Education Leader to support high-quality teaching and learning in Religious Education.
- Catholic Social Teachings were embedded within the Learning and Teaching Plan to create stronger and more explicit connections between Religious Education and STEM learning.
- Religious Education Leaders attended Network Days each term to collaborate with other schools and engage in professional learning opportunities within the MACS Southern Region. Staff also participated in whole-school professional development focused on Galilee's Catholic Identity and our Parish Mission facilitated by Alex Pensini, our Religious Education Leader and Fr. Paul.

Digital Technology

- Students from Prep to Year 2 participated in the Inform and Empower cyber safety program, which was delivered across all classrooms using a consistent and sequential approach to digital safety education.
- Staff continued to build their knowledge and confidence in Digital Technologies through Professional Learning Team meetings and Peer Observation opportunities.
- A Cyber Safety Parent Information Night was also held to strengthen partnerships between home and school and promote a consistent approach to digital wellbeing and cyber safety for students.

Home/School Links

- Strong communication between home and school remained a priority throughout the year. Staff used platforms such as Class Dojo and Google Classroom to communicate student learning with families and provide regular updates about classroom programs and learning experiences.
- Parent Teacher Interviews were held during Terms 1 and 3, providing valuable opportunities for families and teachers to discuss student progress, achievements, and future learning goals.

- A consistent whole-school approach to homework has also supported student learning and ensure greater continuity and clarity for families in understanding the learning students are engaging in at school, across all year levels.

Student Learning Outcomes

NAPLAN - Galilee's NAPLAN results continue to show improvements. The school's consistent pedagogical approach to teaching and learning, combined with strengthened analysis and use of student data, has contributed to the ongoing growth in academic achievement.

Our Mathematics results were particularly strong, with the majority of students achieving in the Strong or Exceeding proficiency levels in Year 3 and Year 5. Our Grammar and Punctuation results were also very good, with most students achieving in the Strong or Exceeding proficiency range.

PAT Reading - All students from Years 1–6 completed the PAT Reading Assessment in Term 4, 2025. Results showed that all year levels performed in line with, or above, national standards, with 33% operating at least one year above the expected level.

PAT Mathematics - All students from Years 1–6 also participated in the PAT Mathematics Assessment in Term 4, 2025. Results indicated that most year levels performed above national standards, with 29% of students achieving results equivalent to at least 12 months above their expected year level.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	465	84%	454	72%
	Year 5	538	84%	526	81%
Numeracy	Year 3	457	84%	447	81%
	Year 5	513	82%	516	85%
Reading	Year 3	451	90%	454	89%
	Year 5	514	84%	520	90%
Spelling	Year 3	425	76%	426	74%
	Year 5	510	82%	510	84%
Writing	Year 3	444	84%	447	88%
	Year 5	519	98%	517	94%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal: To improve student psychological safety, particularly in classroom settings.

Key Improvement Strategy:

If we improve student psychological safety in classrooms and school spaces then students will feel connected, safe, understood and supported in their learning and the wider school community.

Achievements

Student Wellbeing and Inclusion

- Student wellbeing continued to be a significant priority at Galilee throughout the year, with a strong focus on creating a safe, calm, inclusive, and supportive learning environment for all students.
- A major initiative was the continuation of the Student Wellbeing Hub, staffed by the School Counsellors and Wellbeing Leader. The Wellbeing Hub provides students with opportunities to engage in emotional regulation strategies and calming activities, enabling them to return to the classroom ready to learn. Two Wellbeing Leaders continue to lead our school community in the area of Student Wellbeing.
- Galilee also introduced a whole-school Positive Behaviour approach, alongside consistent school-wide routines and expected behaviours designed to support a calm and orderly learning environment. These practices were implemented across classrooms and specialist areas using Restorative Practices to guide student behaviour, expectations, and consequences.
- Parent partnerships remained an important aspect of wellbeing support. A Wellbeing Information Night, facilitated by Galilee staff, was very well attended and focused on supporting students' emotional regulation and resilience.
- Personal, Social and Emotional Learning (PSEL) lessons continued regularly across all classrooms, alongside the ongoing implementation of the Resilience, Rights and Respectful Relationships (RRRR) curriculum. Teachers also used the RRRR framework to assess and report on students' Personal and Social Capability at the end of each semester.
- The Buddy Program continued successfully throughout the school, fostering positive relationships between students across year levels. Buddy classes participated in a range of shared activities, including reading together, curriculum-based learning experiences, attending Mass, sharing lunch, and participating in sports and outdoor games.

- A range of wellbeing resources and sensory equipment were purchased to support students with diverse needs, including hug chairs, bloom stools, weighted animals and blankets, stress balls, and bubble cushions. Personalised Learning Plans, student safety plans, student behaviour plans and Parent Support Group documentation was also updated to strengthen consistency and communication across the school.
- Additional wellbeing and intervention programs continued throughout the year to support students requiring adjustments for their learning and wellbeing needs. These included the continuation of the LEGO Therapy program to develop social skills and the introduction of the Peaceful Kids program to further support emotional regulation and resilience. Two school counsellors continued to provide individual support for students through targeted one-to-one sessions.
- Digital wellbeing and cyber safety also remained a strong focus throughout the year. Students in Prep - Year 6 participated in the Inform and Empower Cyber Safety program, with learning centred on cyber safety and responsible online behaviours. Staff participated in professional learning related to Cyber Safety and strategies to address emerging concerns for students. Galilee also continued its partnership with Inform and Empower to promote digital wellbeing and equip students with cyber-smart strategies. A Cyber Safety Parent Information Night further strengthened the partnership between home and school by supporting consistent messaging around digital wellbeing.
- Students and staff also actively participated in NAIDOC Week activities, continuing Galilee's commitment to inclusion, respect, and understanding of Aboriginal and Torres Strait Islander cultures and histories.

Value Added

Value Added

- Galilee continued to strengthen student wellbeing supports and programs throughout the year to ensure students felt connected, supported, and engaged in school life. Two school counsellors worked closely with students, providing targeted support for emotional wellbeing and mental health needs.
- Staff also continued to share effective wellbeing practices and resources during staff meetings, creating opportunities for collaboration and consistency across classrooms. A range of wellbeing strategies and programs operated in our school throughout Prep–Year 6, including Social Stories, Meditation, Peaceful Kids, Lego Therapy and Peaceful Classrooms.
- The Buddies Program remained an important part of school culture, with each year level partnered with a buddy class to ensure every student had a connection with older or younger peers within the school. The program was particularly valuable for Prep students, who benefited from opportunities to learn, play, and build positive relationships with their Year 6 buddies.

- A Peer Mentoring System continued for Year 6 students. Students were assigned recess and lunchtime leadership responsibilities alongside teachers and wore high-visibility jackets while supporting students in playground areas. Their role included assisting students who were upset, injured, or experiencing peer difficulties, helping to foster leadership, responsibility, and care within the school community.
- Harmony Day celebrations were further strengthened through the support of a parent Inclusion Team, who worked collaboratively with Deputy Principal Richard Harding to promote inclusion, diversity, and belonging across the school community.
- A variety of Lunch Clubs continued to provide students with opportunities to connect with peers and engage in shared interests during break times. Clubs offered throughout the year included Maths Club, Calm Kids and Craft Club.
- Targeted social skills support also continued through the LEGO Therapy program, which was delivered in small groups to support students in developing communication, collaboration, and social interaction skills.

Student Satisfaction

Student Satisfaction

- Our student satisfaction results (MACSSIS 2025) demonstrate strong improvement from 2024. School Engagement, Student Voice, Learning Dispositions, Student Safety and School Climate, are now performing well above the MACS average, reflecting the positive impact of our continued focus on student wellbeing and connectedness.

Student Attendance

The Galilee Attendance Policy was reviewed and updated in 2025 to ensure alignment with the MACS Attendance Policy.

In accordance with the Education and Training Reform Act 2006 (Vic.) and the Education and Training Reform Regulations 2017 (Vic.), school attendance is compulsory for all children and young people aged between 6 and 17 years unless an exemption has been granted by the Department of Education through the Exemption from School Attendance or Enrolment process.

While parents, guardians, and carers hold the legal responsibility for ensuring students attend school, supporting regular attendance is a shared responsibility between families, students, schools, and the broader community.

Regular school attendance is essential in maximising educational opportunities and supporting the social, emotional, and academic development of children and young people. Positive engagement in school contributes significantly to improved wellbeing and learning outcomes.

To meet legislative requirements and fulfil the school's duty of care obligations, Galilee staff record student attendance twice daily.

Average Student Attendance Rate by Year Level	
Y01	92.29
Y02	93.99
Y03	92.51
Y04	92.44
Y05	90.88
Y06	91.87
Overall average attendance	92.33

Leadership

Goals & Intended Outcomes

Goal: To develop a strong professional learning culture with shared, transparent and collaborative leadership that empowers the creation of an expert and coherent teaching team.

Intended Outcome: That all teachers are engaged in consistent professional development that improves practice and maximises student's growth.

Achievements

Role Clarity and Teamwork

- The Leadership Team participated in professional learning sessions focusing on leadership formation through Daniel Coyle's book *The Culture Code*. These sessions explored the key characteristics required to build a strong positive workplace culture within the leadership team and school communities.
- New staff members completed a comprehensive induction process through the Staff Induction Portal, supporting their transition into the Galilee community and ensuring consistency in school practices and expectations.

School Improvement Plan (SIP) and Annual Action Plan (AAP)

- Galilee maintained a strong commitment to the implementation of the four-year School Improvement Plan (SIP) and the development of the Annual Action Plan (AAP) to support ongoing school improvement and strategic growth.
- Leadership continued to facilitate professional learning for staff focused on the Melbourne Archdiocese Catholic Schools (MACS) Vision for Instruction and Engagement, strengthening staff understanding of the direction and priorities for Catholic education.
- Action Research Groups were utilised to provide staff with opportunities to work collaboratively on school improvement goals. These groups supported professional learning aligned with the Annual Action Plan priorities, including Writing Goals, Mathematics Lesson Structure, and links between STEM and Catholic Social Teaching in Religious Education. The initiative also empowered staff to take on leadership roles within teams and contribute to whole-school improvement.
- The school also remained committed to aligning strategic priorities and improvement processes with the MACS 2030 strategy.

Resourcing

- Significant investment continued to be made in resources and programs that support student learning and wellbeing. The Student Wellbeing Hub was staffed by our two school councillors and two Student Wellbeing Leaders and equipped with resources designed to support student emotional regulation and wellbeing.
- The school continued to fund the Seeds and Sprouts Early Years and School Readiness Program for three- and four-year-old children, strengthening early learning opportunities and school readiness within the local community.
- Student wellbeing supports were further enhanced through the continuation of the OnPsych School Counsellor program, alongside the addition of a second counsellor through a qualified staff member to provide additional social and emotional support for students.
- **Professional Engagement**

Professional learning and ongoing development continued to be strongly encouraged at Galilee, with many staff undertaking university studies and additional courses to further enhance their professional knowledge and expertise.
- Staff participated in three Action Research cycles throughout the year, focusing on Writing Goals, Mathematics Lesson Structure, and strengthening connections between STEM and Catholic Social Teaching within Religious Education.
- All staff attended four whole-school professional development days focused on key school priorities, including Catholic Identity with Alex Pensini and Fr. Paul, Team Teach with MACS staff facilitating, Data Analysis and Strategic Planning, and the Intervention Framework.
- School leaders also attended a range of network meetings and professional learning opportunities throughout the year, while a team of staff participated in Intervention Framework training through MACS to further strengthen intervention practices and support student learning outcomes across the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• The Leadership Team worked in session focusing on School Culture using Daniel Coyle's book The Culture Code as a foundation for leadership development and strengthening leadership capacity across the school. • Professional learning and further study continued to be strongly encouraged at Galilee. Three staff members undertook postgraduate study at Master's level, with two staff members completing a Master of Educational Leadership and Mathematics Leadership at Monash University and one staff member continuing to work towards their Masters of Educational Leadership at Australian Catholic University. • All staff participated in professional coaching conversations with members of the Leadership Team in relation to their professional goals and ongoing development. Peer Observation also continued across the school, providing teachers with opportunities to observe colleagues, reflect on their own practice, and receive constructive feedback to strengthen teaching and learning practices. • Whole-staff professional learning days were conducted throughout the year, with a focus on Mathematics, Catholic Identity, Writing, Inclusive Education, Student Wellbeing and the teaching of Religious Education.	
Number of teachers who participated in PL in 2025	35
Average expenditure per teacher for PL	\$1800.00

Teacher Satisfaction

Teacher satisfaction data (MACSSIS) showed improvement in 2025 in most areas. Instructional Leadership, Collaboration around an improvement strategy and Collective Efficacy are well above the MACS average indicating a positive staff culture at Galilee.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	2
Graduate Certificate	0
Bachelor Degree	11
Advanced Diploma	2
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	30.6
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	14.67
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To actively build parent and community partnerships, local and global, to improve opportunities and outcomes for students.

Intended Outcomes:

- Create an environment where parent and community partnerships support student learning and improve students' confidence in their ability as learners.
- Develop a strong social conscience and a sense of connectedness to the wider community.

Achievements

Family Welcome, Support and Events

- Galilee continued to place a strong emphasis on building positive partnerships with families and creating welcoming transition experiences for new students and parents.
- The Seeds and Sprouts Transition and School Readiness Program remained an important initiative for both three- and four-year-old children preparing to commence school.
- Well-attended school tours continued throughout the year and were proudly led by Year 5 and 6 students, providing prospective families with an authentic insight into life at Galilee. In-person tours were also offered to the wider school community following the completion of the new building.
- To support families transitioning into the school community, a Communication Information Session was held for all new families. Classroom Helper Courses also continued to be facilitated for parents and guardians to strengthen family involvement within classrooms and school life.
- The school website was regularly updated to provide families with current policies, information about pedagogical approaches, and updates regarding school events and initiatives.
- Strong transition practices continued across the Early Years. The Early Learning Leader completed kindergarten handover meetings and observations for future Prep students, while Prep teachers also visited local kindergartens to support a smooth and successful transition to school. Beginning in Term 2, the Early Learning Leader and Prep teachers collaboratively facilitated transition sessions for students commencing Prep in 2026.
- Galilee also continued to strengthen partnerships with local community organisations and sporting groups, including the Melbourne Sports and Aquatic Centre (MSAC),

Albert Park Golf Club, Albert Park Bowls Club, the City of Port Phillip, and Dance World through weekly dance and voice lessons and in preparation for our School Concert.

- The school's partnership with the Friar's Kitchen at St Peter and Paul's Parish also continued to grow. Alongside the ongoing food donation program, students further strengthened this connection by participating in food preparation initiatives supporting people experiencing homelessness within the local community.
- Online information seminars were also offered to families of students transitioning into Prep, helping parents feel informed and supported during this important stage of schooling. In addition, each class continued to have a designated Parent Helper to strengthen communication and relationships between classroom teachers and families.

Celebrating School Community

- Galilee continued to foster a vibrant and connected school community through a wide range of events and celebrations throughout the year.
- Community events included the Welcome Evening, Prep Information Night, and the Galilee Parent Event – The Gala, which all provided valuable opportunities for families to connect and engage with one another.
- Mother's Day was celebrated through a Mass, Morning Tea, and Luncheon, while Father's Day included a Breakfast, AFL activities and Mass.
- Students also enjoyed a range of social events throughout the year, including Prep–Year 2 and Year 3–6 School Discos, Movie Nights, the whole-school Colour Fun Run, and Footy Colours Day.
- The DOGs (Dads of Galilee) group continued to play an active role within the community, organising events such as Golf Days, dinners, BBQs, and the Kids and Dads Camp.
- Our Parent Band participated in the local Parent's Battle of the Bands competition and came second.
- Grandparents Day remained a special celebration within the school community and included a Mass, Morning Tea, and open classrooms for families to visit and engage in student learning. It also included the annual Book Fair, which operated before and after school throughout the week to encourage family engagement and promote a love of reading within the community.
- Harmony Day was celebrated across the school, recognising and celebrating the rich cultural diversity of students and families within the Galilee community.

Parent Satisfaction

Parent Satisfaction data (MACSSIS) showed significant overall improvement between 2024 and 2025. The areas of greatest growth include:

Family Engagement Domain – There was notable improvement in the Family Engagement Domain, indicating stronger communication between teachers and parents, as well as increased family engagement across the school.

School Climate Domain – There was significant improvement in the School Climate Domain, reflecting families' increasingly positive experience of the school's climate and culture.

Communication Domain – There was also marked improvement in the Communication Domain, indicating that families feel they have a clearer understanding of the school's goals, are more satisfied with communication between home and school, and have appropriate opportunities to communicate with staff when needed.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.gsmelbournesth.catholic.edu.au